AP® United States History Exam

SECTION I, Part A: Multiple Choice

2018

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Time
55 minutes
Number of Questions
55
Percent of Total Score
40%
Writing Instrument
Pencil required

Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the circles for numbers 1 through 55 on your multiple-choice answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

Indicate all of your answers to the multiple-choice questions on the multiple-choice answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the multiple-choice answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question	Sample Answer
Chicago is a (A) state (B) city (C) country (D) continent	Ⓐ ● Ⓒ Ⓓ Ⓔ

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, Part B: Short Answer

At a Glance

Time
40 minutes
Number of Questions
3
Percent of Total Score
20%
Writing Instrument
Pen with black or dark blue ink
Questions 1 and 2
Mandatory
Question 3 or 4
Choose One Question

Instructions

For Section I, Part B of this exam, answer Question 1 and Question 2 and **either** Question 3 **or** Question 4. Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within its designated page. Fill in the circle on the Section I, Part B: Short-Answer Response booklet indicating whether you answered Question 3 or Question 4. Failure to do so may delay your score.

Form I
Form Code 4OBP4-S
07

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UNITED STATES HISTORY

SECTION I, Part A

Time—55 minutes

55 Questions

Directions: Each of the questions or incomplete statements is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

Questions 1 and 2 refer to the following excerpt.

> "We have as yet no certaine proofe or experience concerning the vertues of . . . Corne, although the . . . Indians . . . are constrained to make a virtue of necessitie, and think it a good food: whereas we may easily judge that it nourisheth but little, and is of a hard . . . digestion, a more convenient food for swine than for men."
>
> John Gerard, English botanist, *The Herball or Generall Historie of Plantes*, 1597

1. The development that brought "corne" to the attention of botanists such as Gerard is best known as the

   (A) Columbian Exchange

   (B) encomienda system

   (C) trans-Atlantic slave trade

   (D) Enlightenment

2. Gerard's description of "corne" in the excerpt best reflects which of the following?

   (A) Curiosity about American Indian ways of life

   (B) Assumptions about the superiority of European culture

   (C) Inability to find uses for North American crops

   (D) Concerns about economic threats posed by North American imports

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Questions 3 - 5 refer to the following excerpt.

> "Various are the reports and conjectures of the causes of the present Indian war. Some impute it to an imprudent zeal in the magistrates of Boston to christianize those heathen before they were civilized and enjoining them the strict observation of their laws. . . . Some believe there have been vagrant and Jesuitical priests, who have made it their business, for some years past, to go from Sachem to Sachem, to exasperate the Indians against the English and to bring them into a confederacy, and that they were promised supplies from France and other parts to extirpate [eradicate] the English nation out of the continent of America."
>
> Edward Randolph, report of King Philip's War (Metacom's War) in New England, 1676

3. The confederacy formed to "exasperate the Indians against the English" was motivated primarily by which of the following?

   (A) Fraudulent trade deals between the leaders of Plymouth Colony and the Wampanoags

   (B) Dispossession of Wampanoag land and threats to their sovereignty

   (C) Forced religious conversion of Wampanoags by Puritan missionaries

   (D) Intermarriage with the English, which threatened Wampanoag cultural independence

4. Which of the following best characterizes relations between the English and American Indians in New England following Metacom's War?

   (A) Peaceful accommodation between both groups

   (B) Religious freedom for the English and American Indians

   (C) Dramatic decline and dispersion of the American Indian population

   (D) Recognition of American Indian property and land rights

5. Compared with French and Spanish interactions with American Indians, English interaction with American Indians more often promoted

   (A) respect for political alliances

   (B) cultural blending

   (C) separation between the groups

   (D) assimilation of Americans Indians into colonial societies

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Questions 6 and 7 refer to the following excerpt.

> "That a British and American legislature, for regulating the administration of the general affairs of America, be proposed and established in America, including all the said colonies; within, and under which government, each colony shall retain its present constitution, and powers of regulating and governing its own internal police, in all cases whatsoever.
>
> "That the said government be administered by a President General, to be appointed by the King and a Grand Council, to be chosen by the representatives of the people of the several colonies, in their respective assemblies, once in every three years."
>
> Joseph Galloway, "A Plan of a Proposed Union Between Great Britain and the Colonies," proposal debated by the First Continental Congress, 1774

6. The excerpt most strongly suggests that in 1774 which of the following was correct?

   (A) The American colonists were united in their desire for independence from Great Britain.

   (B) The American colonists felt the need to unite against the threat from American Indians.

   (C) Some members of the First Continental Congress sought a compromise between submission to British authority and independence.

   (D) Some members of the First Continental Congress thought it would be relatively easy to unify the colonies and win independence from Great Britain.

7. The key concern that Galloway's plan was designed to address was the

   (A) lack of American representation in the British Parliament

   (B) demand for back pay for veterans of the French and Indian War (Seven Years' War)

   (C) complaint about high tariffs imposed on colonial merchants for exports to Great Britain

   (D) continuing security threat posed by the French in Canada

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Questions 8 - 10 refer to the following excerpt.

> "The petition of a great number of blacks detained in a state of slavery in the bowels of a free and Christian country humbly showeth that . . . they have in common with all other men a natural and inalienable right to that freedom which the Great Parent of the Universe has bestowed equally on all mankind and which they have never forfeited by any compact or agreement whatever. . . .
>
> "[E]very principle from which America has acted in the course of their unhappy difficulties with Great Britain pleads stronger than a thousand arguments in favor of your petitioners. They therefore humbly beseech your honors to give this petition its due weight and consideration and cause an act of the legislature to be passed whereby they may be restored to the enjoyments of that which is the natural right of all men."
>
> Petition for freedom to the Massachusetts Council and the House of Representatives for the State of Massachusetts, January 1777

8. The ideas expressed in the excerpt contributed most directly to which of the following?

   (A) The extension of voting rights to African Americans in the North

   (B) The end of the trans-Atlantic slave trade

   (C) The mass migration of African Americans from the South to the North

   (D) The adoption of plans for gradual emancipation in the North

9. Which of the following developments from the 1800s emerged from ideas most similar to those expressed in the excerpt?

   (A) Campaigns by moral reformers to promote temperance

   (B) Efforts by American Indians to achieve political sovereignty through treaties with the United States government

   (C) The ratification of the Fourteenth Amendment to the United States Constitution

   (D) The passage of legislation by southern states intended to nullify federal laws

10. Which of the following most likely helped to prompt the petition in the excerpt?

    (A) American colonists' declaration of independence from Britain

    (B) British promises of land for service in the American Revolution

    (C) The passage of the Stamp Act, a tax imposed on the American colonies by the British Parliament

    (D) The proliferation of religious revivals in the eighteenth century, commonly referred to as the Great Awakening

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Questions 11 - 13 refer to the following excerpt.

> "We, therefore, the people of the State of South Carolina, in convention assembled, do declare and ordain . . . that the several acts and parts of acts of the Congress of the United States, purporting to be laws for the imposing of duties and imposts on the importation of foreign commodities . . . are unauthorized by the Constitution of the United States, and violate the true meaning and intent thereof and are null, void, and no law, nor binding upon this State. . . ."
>
> South Carolina Ordinance of Nullification, 1832

11. The ideas expressed in the excerpt emerged most directly from a larger intellectual debate over the

    (A) balance between individual freedom and public order

    (B) expansion of slavery into the western territories

    (C) priorities of United States foreign policy

    (D) relationship between the federal government and the states

12. The excerpt most directly expresses an economic perspective that

    (A) prioritized regional interests

    (B) discouraged international trade

    (C) sought to protect United States manufacturing

    (D) supported the interests of organized labor unions

13. Arguments similar to those expressed in the excerpt were later employed to justify which of the following?

    (A) The entry into the Mexican-American War

    (B) The passage of the Kansas-Nebraska Act

    (C) The secession of most Southern states

    (D) The ratification of the Fourteenth Amendment

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Questions 14 - 16 refer to the following excerpt.

> *"Resolved*, That woman is man's equal. . . .
>
> *"Resolved*, That woman has too long rested satisfied in the circumscribed limits which corrupt customs . . . have marked out for her, and that it is time she should move in the enlarged sphere . . . assigned her.
>
> *"Resolved*, That it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise.
>
> *"Resolved*, . . . That, being invested by the Creator with the same capabilities, and the same consciousness of responsibility for their exercise, it is demonstrably the right and duty of woman, equally with man, to promote every righteous cause, by every righteous means."
>
> Declaration of Sentiments and Resolutions (Seneca Falls Convention), 1848

14. The language and themes of the excerpt were most directly inspired by the

    (A) Articles of Confederation

    (B) Declaration of Independence

    (C) Northwest Ordinance

    (D) United States Constitution

15. Which other "righteous cause" would participants in the Seneca Falls Convention have been most likely to support?

    (A) Expansionism

    (B) Nativism

    (C) Abolitionism

    (D) Conservationism

16. In the decades following the Civil War, the woman's rights movement that began at Seneca Falls focused its energies most strongly on

    (A) achieving the right to vote

    (B) receiving equal pay for equal work

    (C) ending domestic violence

    (D) gaining equal access to higher education

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Questions 17 - 19 refer to the following excerpt.

> "For a few years in the 1850s, ethnic conflict among whites rivaled sectional conflict as a major political issue. The immediate origins of this phenomenon lay in the sharp increase of immigration after 1845. . . . The average quadrupled in the 1830s. But even this paled in comparison with the immigration of the late 1840s. . . . During the decade 1846–1855, more than three million immigrants entered the United States—equivalent to 15 percent of the 1845 population. This was the largest proportional increase in the foreign-born population for any ten-year period in American history. . . . Equal in significance to the increase in the foreign-born population were changes in its composition."
>
> James M. McPherson and James K. Hogue, historians, *Ordeal By Fire: The Civil War and Reconstruction*, 2010

17. Which of the following most directly contributed to "the sharp increase of immigration after 1845" referenced in the excerpt?

    (A) The Second Great Awakening

    (B) Crop failures and revolutions in Europe

    (C) Removal of American Indians from the Southeast

    (D) Tariff policies during Andrew Jackson's administration

18. Which of the following could best be used as evidence to support the argument in the excerpt that "ethnic conflict among whites rivaled sectional conflict as a major political issue" of the period?

    (A) Growing concern about the political and cultural influence of Catholic immigrants

    (B) Growing fear of political radicalism among southern and eastern European immigrants

    (C) Increasing cultural influence of European Romanticism in the United States

    (D) Increasing support for the antislavery cause among the immigrant community

19. The conflict described in the excerpt is most similar to conflict in what other period?

    (A) The period from after the Seven Years' War through the 1760s

    (B) The period from after the War of 1812 through the 1820s

    (C) The period from after the First World War through the 1920s

    (D) The period from after the Second World War through the 1950s

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Questions 20 - 22 refer to the following excerpt.

> "It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."
>
> Abraham Lincoln, Gettysburg Address, November 1863

20. After 1863, which of the following most fulfilled the "new birth of freedom" that the excerpt refers to?

    (A) Ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments

    (B) The compromise that resolved the election of 1876

    (C) Establishment of the Ku Klux Klan and similar organizations

    (D) Supreme Court rulings such as *Plessy* v. *Ferguson*

21. Which of the following most directly contributed to the conflict referred to in the excerpt?

    (A) Disputes over taxation and representation

    (B) Tensions between isolationism and international engagement

    (C) Disagreements over whether to allow slavery in new territories

    (D) Debates about the role of religion in society and government

22. Lincoln's main purpose in the excerpt was to

    (A) advocate racial equality

    (B) encourage the punishment of the South

    (C) propose expanded democratic voting rights

    (D) gain continued support for the war effort

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Questions 23 - 25 refer to the following excerpt.

> "In August 1865, the photographer Marcus Ormsbee . . . took a formal portrait of several groups of craft workers in their different shops. . . . At the center of the photograph, at Outcault's carpentry shop, stands the conventional artisan trio of master, journeyman, and apprentice, still at the heart of the city's workshop world—yet class differences mark these craftsmen's every feature. . . . Brooding above everyone, a new brick manufactory seals off its employees from the street and from public view. Small shop and large enterprise converge; New York remains a blend of old and new."
>
> Sean Wilentz, historian, *Chants Democratic,* 1984

23. Which of the following most directly led to the changes described in the excerpt?

    (A) Innovative uses of photography to achieve social change

    (B) Technological innovations in the production of goods

    (C) The economic hardship resulting from years of civil war in the United States

    (D) The end of the apprenticeship system in craft work

24. The conditions described in the excerpt most directly contributed to the

    (A) decrease in tariffs for manufactured goods

    (B) growth of an organized labor movement

    (C) expansion of government regulation of industry

    (D) loss of class distinctions in the United States

25. Which of the following is one important continuity in urban life in the United States throughout the nineteenth century?

    (A) Anarchism and similar radical ideologies attracted many workers.

    (B) Settlement houses assisted immigrants with adapting to life in the United States.

    (C) Workers and employers consistently maintained amicable relationships.

    (D) Immigrants formed an important part of the manufacturing workforce.

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Questions 26 - 28 refer to the following 1871 image.

William M. "Boss" Tweed: "As long as I count the votes, what are you going to do about it?"

Fotosearch/Getty Images

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26. The image was created most directly in response to

(A) social reform efforts by settlement-house workers

(B) poll taxes and literacy tests that blocked African Americans from voting

(C) the power gained by urban political machines

(D) the exclusion of women from voting

27. Which of the following changes to the United States during the nineteenth century most directly contributed to the development depicted in the image?

(A) The rapid growth of cities

(B) The dismantling of the national bank

(C) The acquisition of territory in the West

(D) The rise of the People's (Populist) Party

28. During the late nineteenth century, politicians such as the one depicted in the image most likely would have opposed which of the following?

(A) Social services provided to immigrants by local politicians

(B) Granting American Indians full citizenship and voting rights

(C) The expansion of the transcontinental railroad system

(D) Calls for reforms to local and state governments

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Questions 29 - 32 refer to the following 1901 image.

Columbia's Easter Bonnet

Courtesy of the Library of Congress

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29. The ideas addressed in the image most directly relate to

(A) opposition to the United States collective security arrangement with Western Europe

(B) the fear of increased militarism among European and Pacific powers

(C) the increased visibility of women's organizations that criticized imperialism

(D) debates about United States acquisition of overseas territories

30. Which of the following most directly led to the circumstances illustrated by the image?

(A) The United States victory in the Spanish-American War

(B) The Supreme Court ruling in *Plessy* v. *Ferguson*

(C) The United States contributions to the Allied victory in the First World War

(D) The ratification of the Nineteenth Amendment to the Constitution

31. The ideas expressed through the image reveal that in 1901, which of the following was most true of the United States?

(A) Theories of survival of the fittest had been widely rejected by the public.

(B) Efforts to spread democracy overseas had been largely peaceful.

(C) Interventionism had become a more prevalent feature of foreign policy.

(D) Women were encouraged to join the armed forces.

32. The developments referenced by the image most directly contributed to United States involvement in

(A) competition with Russia in opening trade with Japan

(B) the suppression of an independence movement in the Philippines

(C) acquisition of territory from Mexico through the Treaty of Guadalupe Hidalgo

(D) an international monetary system that supported free trade between nations

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Questions 33 - 35 refer to the following excerpt.

> "The National Progressive Party, committed to the principle of government by a self-controlled democracy expressing its will through representatives of the people, pledges itself to secure such alterations in the fundamental law of the several States and of the United States as shall insure the representative character of the government."
>
> Progressive Party Platform, 1912

33. The excerpt suggests that Progressives in the early twentieth century most typically sought to

    (A) challenge political inequality

    (B) advocate a return to agrarianism

    (C) justify the inequality of wealth

    (D) oppose United States imperialism

34. Progressivism, as described in the excerpt, has the most in common with which of the following later domestic policy initiatives?

    (A) President Lyndon Johnson's protection of voting rights during the Great Society

    (B) President Ronald Reagan's deregulation of industries

    (C) President Bill Clinton's changes to welfare policy

    (D) President Herbert Hoover's support for increased tariffs during the Great Depression

35. Which of the following groups is most credited with advancing Progressivism?

    (A) Anarchist activists

    (B) Recent immigrants

    (C) Agricultural workers

    (D) Middle-class women

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Questions 36 - 38 refer to the following excerpt.

"Beginning in the 1930s and lasting into the 1950s, black Chicago experienced a cultural renaissance. . . . Chicago had become a major destination for black southern migrants. . . . It was also an urban industrial center. This fact gave a unique working-class and internationalist perspective to the cultural work that would take place there. . . .

"A desire to live freely in 'the metropolis' continued to characterize the aspirations of migrants as second-wave Chicago migrants arrived. . . . The 1930s and 1940s witnessed a resurgence of black working-class political radicalism that was captured and reflected in the expressive visual and literary productions of Chicago Black Renaissance artists."

Darlene Clark Hine, historian, *The Black Chicago Renaissance*, 2012

36. The "political radicalism" referred to in the excerpt was most directly a response to the experience of

    (A) desegregation

    (B) economic depression

    (C) mass consumption

    (D) nativism

37. Before moving to Chicago, the people described in the excerpt most likely were engaged in which of the following?

    (A) Sharecropping or tenant farming

    (B) Gang labor on the railways

    (C) Mining and other extractive industries

    (D) Manufacturing in urban factories

38. Which of the following most likely contributed to the decline of the "political radicalism" referred to in the excerpt?

    (A) The drafting of young men to fight in Vietnam

    (B) Racial discrimination in the United States armed forces during the Second World War

    (C) Anticommunist measures during the Cold War

    (D) Neglect of Black artists and culture during the New Deal

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Questions 39 - 41 refer to the following excerpt.

> "In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.
>
> "The first is freedom of speech and expression—everywhere in the world.
>
> "The second is freedom of every person to worship God in his own way—everywhere in the world.
>
> "The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.
>
> "The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world."
>
> President Franklin D. Roosevelt, State of the Union address, January 1941

39. Roosevelt's speech was most likely intended to increase public support for

    (A) extending New Deal programs to guarantee unemployment benefits

    (B) integrating the United States armed forces

    (C) aiding the Allies in Europe during the Second World War

    (D) enhancing rights protected by the United States Constitution

40. Which of the following most directly contributed to Roosevelt's view that "freedom from want" was necessary?

    (A) The inspiration of Woodrow Wilson's vision for an international democratic order

    (B) The experience of domestic and global economic upheavals during the 1930s

    (C) The memory of federal agencies violating some Americans' civil liberties in the 1920s

    (D) The fear of the Soviet threat to spread communism to nations in the West

41. Which of the following most immediately increased enthusiasm in the United States for upholding the freedoms outlined in the excerpt?

    (A) The passage of a federal law providing veterans with financial aid in housing and education

    (B) The successful detonation of an atomic bomb as part of the Manhattan Project

    (C) The growing number of women working in defense manufacturing

    (D) The attack on the United States at Pearl Harbor

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Questions 42 - 44 refer to the following excerpt.

> "[After the Second World War, Americans] wanted . . . a secure country. Security would enable them to take advantage of the fruits of prosperity and peace. . . . And so they adhered to an overarching principle that would guide them in their personal and political lives: containment. . . . Domestic containment was bolstered by a powerful political culture that rewarded its adherents and marginalized its detractors. . . . [C]ontainment aptly describes the way in which public policy, personal behavior, and even political values were focused on the home. . . . Vast numbers of American women and men during the early years of the cold war . . . got married, moved to the suburbs, and had babies. . . . [F]ew were willing to give up the rewards of conforming for the risks of resisting the domestic path."
>
> Elaine Tyler May, historian, *Homeward Bound: American Families in the Cold War Era*, 1988

42. The rise of what the excerpt describes as "domestic containment" most directly contributed to which of the following characteristics of United States society during the period?

    (A) White Southern resistance to school integration

    (B) Greater cultural homogeneity

    (C) Evangelical Protestant churches' increased political engagement

    (D) The popularity of liberal politics

43. The pattern described in the excerpt of Americans who "got married, moved to the suburbs, and had babies" most directly contributed to which of the following long-term developments?

    (A) Increased immigration from abroad

    (B) Greater concern about the environment

    (C) Wage stagnation for the working and middle classes

    (D) The rise of youth rebellion through the counterculture

44. A desire for greater national security in the United States emerged immediately after the Second World War because of fear of which of the following?

    (A) The spread of international communism

    (B) Decolonization in Africa and Asia

    (C) The emergence of détente

    (D) Oil crises in the Middle East

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Questions 45 - 48 refer to the following graph.

United States Bureau of Labor Statistics

45. The overall trend from 1960 to 1970 depicted on the graph resulted from all of the following EXCEPT the

(A) growth of corporations

(B) continuation of federal investment

(C) adoption of digital technologies

(D) development of new consumer products

46. A development related to the overall trend from 1960 to 1980 depicted on the graph was the

(A) increase in public concern regarding air and water quality

(B) widespread replacement of male factory workers with female workers

(C) creation of the first trusts and monopolies

(D) ban of free-trade agreements between North American countries

47. The overall trend from 1980 to 2010 depicted on the graph was most directly caused by the

(A) reliance of the United States on fossil fuels

(B) increasing integration of the United States into the world economy

(C) reforms to the United States social welfare system

(D) boom in the United States financial and stock markets

48. The overall trend from 1980 to 2010 depicted on the graph most directly led to a decline in

(A) income inequality

(B) immigration from abroad

(C) concern about the environment

(D) union membership

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Questions 49 and 50 refer to the following excerpt.

> "We are people of this generation, bred in at least modest comfort, housed now in universities. . . . Freedom and equality for each individual, government of, by, and for the people—these American values we found good. . . . As we grew, however, our comfort was penetrated by events too troubling to dismiss. . . . The declaration 'all men are created equal' rang hollow before the facts of Negro life. . . . The proclaimed peaceful intentions of the United States contradicted its economic and military investments in the Cold War status quo. . . . America rests in national stalemate, . . . its democratic system apathetic and manipulated rather than 'of, by, and for the people.'"
>
> Students for a Democratic Society, "The Port Huron Statement," 1962

49. Which of the following most directly contributed to the sentiments expressed in the excerpt?

    (A) Concerns about the declining role of the United States in Western Europe

    (B) The increasing use of federal power to combat racial discrimination

    (C) Social inequalities exposed during the Civil Rights movement

    (D) Support for the equality of gays and lesbians

50. Based on the excerpt, Students for a Democratic Society would most likely support

    (A) greater global economic integration under United States leadership

    (B) expanded attempts to repress communists in the United States

    (C) a decrease in United States intervention in Asia

    (D) reduced spending for government social programs

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Questions 51 - 53 refer to the following excerpt.

> "I will not accept the excuse that the federal government has grown so big and powerful that it is beyond the control of any president, any administration or Congress. We are going to put an end to the notion that the American taxpayer exists to fund the federal government. The federal government exists to serve the American people. . . . We are taxing ourselves into economic exhaustion and stagnation, crushing our ability and incentive to save, invest, and produce. This must stop."
>
> Ronald Reagan, speech accepting the Republican Party's nomination for president, 1980

51. Reagan's administration implemented the ideas expressed in the excerpt by

    (A) increasing defense spending

    (B) reducing regulation of industry

    (C) expanding protection of the environment

    (D) eliminating major entitlement programs such as Medicaid

52. Which of the following would be most likely to support the views expressed in the excerpt?

    (A) White males in the Sunbelt

    (B) Women in the Northeast

    (C) African Americans in the Midwest

    (D) Latinos in the Southwest

53. The excerpt reflects many Americans' belief at the time that the federal government

    (A) was responsible for building infrastructure such as roads and schools

    (B) had been unable to solve social and economic problems

    (C) should vigorously resist communism abroad

    (D) should avoid interfering in moral issues

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GO ON TO THE NEXT PAGE.

Questions 54 and 55 refer to the following excerpt.

> "What is the phenomenon of globalization . . . ? Fundamentally, it is the closer integration of the countries and peoples of the world which has been brought about by the enormous reduction of costs of transportation . . . and the breaking down of artificial barriers to the flow of goods, services, capital, knowledge, and (to a lesser extent) people across borders."
>
> Joseph E. Stiglitz, economist, *Globalization and Its Discontents*, 2002

54. Which of the following earlier trends was most similar to the pattern described in the excerpt?

    (A) The development of Atlantic world commerce in the 1600s and early 1700s

    (B) The appearance of economic cycles in the early 1800s

    (C) The restrictions on immigration in the latter half of the 1800s

    (D) The increases in worldwide tariffs during the Great Depression

55. Which of the following contributed most directly to the trend described in the excerpt?

    (A) The implementation of protective tariffs by trading nations

    (B) The spread of computer technology and Internet use

    (C) The growth of labor unions' economic influence

    (D) The increased number and size of cities in the United States

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GO ON TO THE NEXT PAGE.

END OF PART A

IF YOU FINISH BEFORE TIME IS CALLED,

YOU MAY CHECK YOUR WORK ON PART A.

DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR MULTIPLE-CHOICE ANSWER SHEET**

UNITED STATES HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

> "If American sectionalism entered a new phase in 1846, it was neither because North and South clashed for the first time nor because the issue of slavery for the first time assumed importance. As early as the Confederation, North and South had been at odds. . . . Once the government under the Constitution went into effect, bitter sectional conflicts raged. . . . This sectional rivalry tended to become institutionalized in the opposing [political] organizations. . . . No matter which region embraced nationalism and which particularism, sectional conflict remained a recurrent phenomenon."
>
> David M. Potter, *The Impending Crisis, 1848–1861*, published in 1976

> "The Civil War represented an utter and unique breakdown of the normal democratic political process. When one section of the country refused to accept the decision of a presidential election, secession and the ensuing war became the great exception to the American political tradition of compromise. The rending of the nation was the one time that conflict seemed too irrepressible, too fundamental, to be contained within common consensual boundaries. Because the war was such an anomaly, both participants and later historians have been fascinated with its causes since the shooting started."
>
> Michael F. Holt, *The Political Crisis of the 1850s*, published in 1978

1. Using the excerpts above, answer (a), (b), and (c).

a) Briefly describe ONE major difference between Potter's and Holt's historical interpretations of the Civil War.
b) Briefly explain how ONE specific historical event or development during the period 1786–1861 that is not explicitly mentioned in the excerpts could be used to support Potter's interpretation.
c) Briefly explain how ONE specific historical event or development during the period 1786–1861 that is not explicitly mentioned in the excerpts could be used to support Holt's interpretation.

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GO ON TO THE NEXT PAGE.

Michelin North America, Inc.

2. Using the 1928 image above, answer (a), (b), and (c).

a) Briefly describe ONE perspective about women's roles during the 1920s expressed through the image.
b) Briefly explain ONE specific historical development or circumstance from 1900 to 1929 that led to changes in women's roles during the 1920s such as that depicted in the image.
c) Briefly explain ONE specific historical development in business OR culture that led to the creation and use of images such as the one above during the 1920s.

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GO ON TO THE NEXT PAGE.

Question 3 or 4

.

Directions: Answer **either** Question 3 **or** Question 4.

3. Answer (a), (b), and (c), confining your response to the period 1700 to 1776.

a) Briefly describe ONE specific historical difference in North America between the First Great Awakening and the Enlightenment.
b) Briefly describe ONE specific historical similarity in North America between the First Great Awakening and the Enlightenment.
c) Briefly explain ONE specific historical effect in North America of either the First Great Awakening or the Enlightenment.

4. Answer (a), (b), and (c).

a) Briefly describe ONE specific historical similarity between the United States reasons for involvement in the Korean War and its reasons for involvement in the Vietnam War.
b) Briefly describe ONE specific historical difference between the United States experience in the Korean War and in the Vietnam War.
c) Briefly explain ONE specific historical effect of either the Korean War or the Vietnam War on United States society.

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GO ON TO THE NEXT PAGE.

END OF SECTION I

IF YOU FINISH BEFORE TIME IS CALLED,

YOU MAY CHECK YOUR WORK ON THIS SECTION.

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **FILLED IN THE CIRCLE ON THE LAST PAGE OF THE SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET THAT INDICATES WHETHER YOU ANSWERED SHORT-ANSWER QUESTION 3 OR SHORT-ANSWER QUESTION 4**
- **PLACED YOUR AP NUMBER LABEL ON YOUR SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET**
- **COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT OF THE SECTION I, PART B: SHORT-ANSWER RESPONSE BOOKLET**
- **USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR**

AP® United States History Exam

SECTION II: Free Response

2018

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time
1 hour and 40 minutes
Number of Questions
2
Percent of Total Score
40%
Writing Instrument
Pen with black or dark blue ink

Question 1 (DBQ): Mandatory

Suggested Reading and Writing Time
1 hour
Reading Period
15 minutes. Use this time to read Question 1 and to plan your answer. You may begin writing your response before the reading period is over.
Suggested Writing Time
45 minutes
Percent of Total Score
25%

Question 2, 3, or 4: Choose One Question

Answer Question 2, Question 3, or Question 4
Suggested Writing Time
40 minutes
Percent of Total Score
15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name ☐☐
   First letter of your first name ☐
2. Date of birth
   ☐☐ Month ☐☐ Day ☐☐☐☐ Year
3. Six-digit school code
   ☐☐☐☐☐☐

4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
   No, I do not grant the College Board these rights. ☐

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question (DBQ). If you have time, you may also read Questions 2, 3, and 4. You may begin writing your responses before the reading period is over.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2, 3, or 4 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the question you answered. For example, if you answered Question 2, apply the label 2 to the front cover. Failure to do so may delay your score.

Form I
Form Code 4OBP4-S
07

THIS PAGE MAY BE USED FOR PLANNING YOUR ANSWERS. NOTES WRITTEN IN THIS ORANGE BOOKLET WILL NOT BE SCORED. WRITE ALL YOUR RESPONSES IN THE SECTION II BOOKLET.

SECTION II QUESTIONS AND DOCUMENTS BEGIN ON PAGE 4.

UNITED STATES HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.
Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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GO ON TO THE NEXT PAGE.

1. Evaluate the extent of change in United States foreign policy in the period 1783 to 1828.

Document 1

Source: President George Washington, Neutrality Proclamation, April 1793.

Whereas it appears that a state of war exists between Austria, Prussia, Sardinia, Great Britain, and the United Netherlands, of the one part, and France on the other; and the duty and interest of the United States require, that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward the belligerent powers:

I have therefore thought fit by these presents to declare the disposition of the United States to observe the conduct aforesaid towards those powers respectively; and to exhort and warn the citizens of the United States carefully to avoid all acts and proceedings whatsoever, which may in any manner tend to contravene such disposition.

Document 2

Source: Treaty of Greenville, August 1795.

A treaty of peace between the United States of America and the tribes of Indians called the Wyandots, Delawares, Shawnees, Ottawas, Chippewas, Potawatomis, Miamis, Eel Rivers, Weas, Kickapoos, Piankashaws, and Kaskaskias. . . .

Article 1st: Henceforth all hostilities shall cease; peace is hereby established, and shall be perpetual; and a friendly intercourse shall take place between the said United States and Indian tribes. . . .

Article 4th: In consideration of the peace now established . . . the United States relinquish their claims to all other Indian lands northward of the River Ohio, eastward of the Mississippi, and westward and southward of the great lakes and the waters uniting them, according to the boundary line agreed on by the United States and the King of Great Britain, in the treaty of peace made between them in the year 1783. . . .

Article 5th: To prevent any misunderstanding about the Indian lands relinquished by the United States . . . the meaning of that relinquishment is this: the Indian tribes who have a right to those lands, are quietly to enjoy them, hunting, planting, and dwelling thereon so long as they please, without any molestation from the United States; but when those tribes or any of them shall be disposed to sell their lands, or any part of them, they are to be sold only to the United States, and until such sale, the United States will protect all the said Indian tribes in the quiet enjoyment of their lands against all citizens of the United States, and against all other white persons who intrude upon the same. And the said Indian tribes again acknowledge themselves and all their people to be under the protection of the said United States and no other power whatever.

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GO ON TO THE NEXT PAGE.

Document 3

Source: Letter from Thomas Jefferson to James Monroe (United States minister to France), September 1795.

Mr. Jay's treaty has at length been made public. So general a burst of dissatisfaction never before appeared against any transaction. Those who understand the particular articles of it, condemn these articles. Those who do not understand them minutely, condemn it generally as wearing a hostile face to France. This last is the most numerous class, comprehending the whole body of the people, who have taken a greater interest in this transaction than they were ever known to do in any other. It has, in my opinion, completely demolished the monarchical party here. The chamber of commerce in New York, against the body of the town, the merchants in Philadelphia, against the body of their town, also, and our town of Alexandria have come forward in its support.

Document 4

Source: James L. Cathcart, United States consul at Tripoli, letter to the Secretary of State, May 1800.

The only conclusion which can be drawn from the Bashaw's [pasha of Tripoli, Yusuf Karamanli] proceedings is that he wants a present, and if he does not get one, he will forge pretences to commit depredations on the property of our fellow citizens; His letter to the President will be the means of keeping him quiet until he receives an answer. . . . I therefore can see no alternative, but to station some of our Frigates in the Mediterranean, otherwise we will be continually subject to the same insults which the Imperials [Austria-Hungary], Danes, Swedes, and Ragusians [region in modern day Croatia] have already suffered and will still continue to suffer, if they do not keep a sufficient Naval force in this Sea to protect their trade.

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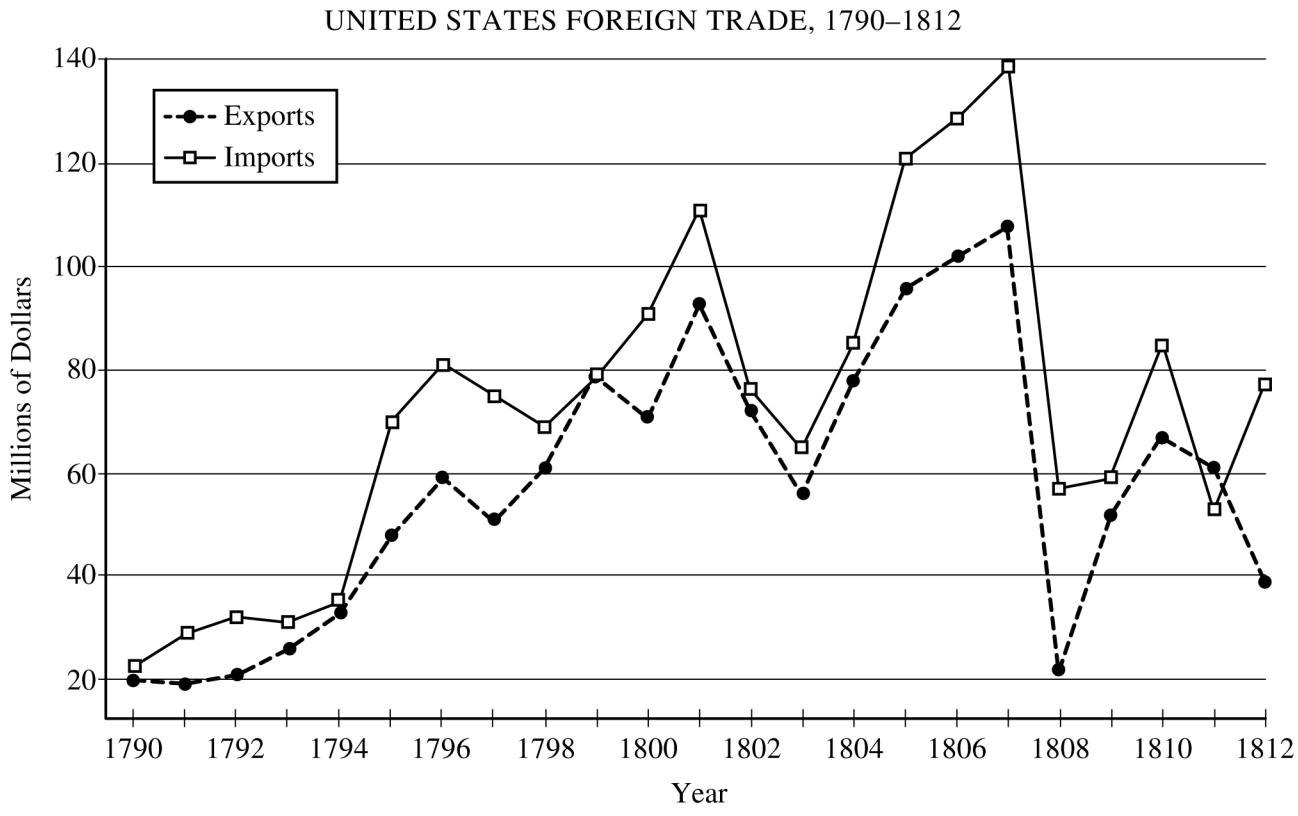
GO ON TO THE NEXT PAGE.

Document 5

Source: United States Foreign Trade, 1790–1812, from *Historical Statistics of the United States, Colonial Times to 1970*.



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GO ON TO THE NEXT PAGE.

Document 6

Source: Secretary of the Treasury Alexander James Dallas, *An Exposition of the Causes and Character of the War between the United States and Great-Britain*, 1815.

The United States had just recovered, under the auspices of their present constitution, from the debility which their revolutionary struggle had produced, when the convulsive movements of France excited throughout the civilized world the mingled sensations of hope and fear—of admiration and alarm. The interest which those movements, would in themselves, have excited, was incalculably increased, however, as soon as Great Britain became a party to the first memorable coalition against France, and assumed the character of a belligerent power . . . the difference of the scene would no longer exempt the United States from the influence, and the evils of the European conflict. On the one hand, their government was connected with France, by treaties of alliance and commerce; and the services which that nation had rendered to the cause of American independence. . . . On the other hand, Great Britain leaving the treaty of 1783 unexecuted, forcibly retained the American posts upon the northern frontier; and, slighting every overture to place the diplomatic and commercial relations of the two countries, upon a fair and friendly foundation, seemed to contemplate the success of the American revolution, in a spirit of unextinguishable animosity.

Document 7

Source: Secretary of State John Quincy Adams, an address delivered at the request of the Committee of the Citizens of Washington, on the occasion of reading the Declaration of Independence, July 4, 1821.

America, in the assembly of nations, since her admission among them, has invariably, though often fruitlessly, held forth to them the hand of honest friendship, of equal freedom, of generous reciprocity. She has uniformly spoken among them, though often to heedless and often to disdainful ears, the language of equal liberty, of equal justice, and of equal rights. She has, in the lapse of nearly half a century, without a single exception, respected the independence of other nations while asserting and maintaining her own. She has abstained from interference in the concerns of others, even when the conflict has been for principles to which she clings, as to the last vital drop that visits the heart. . . .

But she goes not abroad, in search of monsters to destroy. She is the well-wisher to the freedom and independence of all. She is the champion and vindicator only of her own. . . .

She well knows that by once enlisting under other banners than her own, were they even the banners of foreign Independence, she would involve herself, beyond the power of extrication, in all the wars of interest and intrigue, of individual avarice, envy, and ambition, which assume the colors and usurp the standard of freedom. The fundamental maxims of her policy would insensibly change from *liberty* to *force*. . . . She might become the dictatress of the world. She would be no longer the ruler of her own spirit.

END OF DOCUMENTS FOR QUESTION 1

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GO ON TO THE NEXT PAGE.

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 **or** Question 3 **or** Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Evaluate the extent to which trans-Atlantic exchanges affected colonial culture in British North America in the period from 1700 to 1770.

3. Evaluate the extent to which immigration affected United States culture in the period from 1840 to 1898.

4. Evaluate the extent to which sustained economic growth affected United States culture in the period from 1940 to 1970.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

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GO ON TO THE NEXT PAGE.

STOP

END OF EXAM

THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.

- **APPLY THE LABEL THAT CORRESPONDS TO THE LONG ESSAY QUESTION YOU ANSWERED, AS REQUESTED ON THE FRONT COVER.**
- **MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.**
- **CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX ON THE FRONT COVER.**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

Student Answer Sheet for the Multiple-Choice Section

Use this section to capture student responses. (Note that the following answer sheet is a sample, and may differ from one used in an actual exam.)

AP US History

2018

APPENDIX - ANSWERS

Matching multiple-choice answers and free-response scoring follow.

Answer Key for AP United States History

Practice Exam, Section I

Question 1: A
Question 2: B
Question 3: B
Question 4: C
Question 5: C
Question 6: C
Question 7: A
Question 8: D
Question 9: C
Question 10: A
Question 11: D
Question 12: A
Question 13: C
Question 14: B
Question 15: C
Question 16: A
Question 17: B
Question 18: A
Question 19: C
Question 20: A
Question 21: C
Question 22: D
Question 23: B
Question 24: B
Question 25: D
Question 26: C
Question 27: A
Question 28: D
Question 29: D
Question 30: A
Question 31: C
Question 32: B
Question 33: A
Question 34: A
Question 35: D
Question 36: B
Question 37: A
Question 38: C
Question 39: C
Question 40: B
Question 41: D
Question 42: B
Question 43: D
Question 44: A
Question 45: C
Question 46: A
Question 47: B
Question 48: D
Question 49: C
Question 50: C
Question 51: B
Question 52: A
Question 53: B
Question 54: A
Question 55: B

Free-Response Scoring Guidelines

The following contains the scoring guidelines
for the free-response questions in this exam.

AP® UNITED STATES HISTORY
2018 SCORING GUIDELINES

Short-Answer Question 1

"If American sectionalism entered a new phase in 1846, it was neither because North and South clashed for the first time nor because the issue of slavery for the first time assumed importance. As early as the Confederation, North and South had been at odds. . . . Once the government under the Constitution went into effect, bitter sectional conflicts raged. . . . This sectional rivalry tended to become institutionalized in the opposing [political] organizations. . . . No matter which region embraced nationalism and which particularism, sectional conflict remained a recurrent phenomenon."

David M. Potter, *The Impending Crisis, 1848–1861*, published in 1976

"The Civil War represented an utter and unique breakdown of the normal democratic political process. When one section of the country refused to accept the decision of a presidential election, secession and the ensuing war became the great exception to the American political tradition of compromise. The rending of the nation was the one time that conflict seemed too irrepressible, too fundamental, to be contained within common consensual boundaries. Because the war was such an anomaly, both participants and later historians have been fascinated with its causes since the shooting started."

Michael F. Holt, *The Political Crisis of the 1850s*, published in 1978

1. Using the excerpts above, answer (a), (b), and (c).

a) Briefly describe ONE major difference between Potter's and Holt's historical interpretations of the Civil War.
b) Briefly explain how ONE specific historical event or development during the period 1786–1861 that is not explicitly mentioned in the excerpts could be used to support Potter's interpretation.
c) Briefly explain how ONE specific historical event or development during the period 1786–1861 that is not explicitly mentioned in the excerpts could be used to support Holt's interpretation.

Scoring Guide

0–3 points

Score 3
Response accomplishes **all three** tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes **one** of the tasks set by the question.

Score 0
Response accomplishes **none** of the tasks set by the question.

Score NR
Is completely blank

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Short-Answer Question 1 (continued)

Question-Specific Scoring Guide

- ONE point for describing one major difference between Potter's and Holt's historical interpretations of the Civil War
- ONE point for explaining how one specific historical event or development during the period 1786–1861 that is not explicitly mentioned in the excerpts could be used to support Potter's interpretation
- ONE point for explaining how specific historical event or development during the period 1786–1861 that is not explicitly mentioned in the excerpts could be used to support Holt's interpretation

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Examples of responses to (a) that would earn credit:

- Potter argues that the Civil War was a continuation of the sectionalism and conflict that characterized United States politics since the creation of the nation, and, thus, it was not a change or break from the past.
- In contrast, Holt contends that the Civil War represented an unprecedented breakdown of United States politics, a sharp contrast to the general consensus in the political system in the period prior to the outbreak of the war.
- Credited responses must explicitly address the substance of both excerpts.

Examples of responses to (b) that would earn credit:

- Northern and Mid-Atlantic states abolition of slavery or gradual emancipation
- Northwest Ordinance outlaws slavery above the Ohio River in Northwest Territory
- Missouri Compromise as evidence of tensions and sectionalism
- Development of political parties with regional loyalties
- Crises over tariffs and nullification (Tariff of Abominations; Kentucky and Virginia Resolutions)
- Impasses over annexation/acquisition of new territory
- Breakdown of series of compromises in the 1850s (Compromise of 1850, Kansas-Nebraska Act, Bleeding Kansas)
- Growing economic division between the North and South (e.g., Industrialization, Transportation, and Communication)
- The Hartford Convention as an example of Northern sectional interest causing conflict with the South.
- The enactment of the "Gag Rule" prohibiting the discussion of slavery in Congress

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Short-Answer Question 1 (continued)

Examples of responses to (c) that would earn credit:
NOTE: Any conflicts would have to have occurred after 1850 to earn credit (the Mexican-American War is not creditable).

- Election of Lincoln in 1860 (note, the excerpt does not include reference to any specific election or candidate)
- Compromises in Constitution
- Opposing sense of nationalism within the two separate regions
- Series of compromises over addition of new territories
- Bleeding Kansas and Kansas-Nebraska Act
- Cotton economy bound together economic interests of two regions
- Fugitive Slave Act
- *Uncle Tom's Cabin*
- *Dred Scott* v. *Sandford*

NOTE: It would be acceptable for test-takers to use some of the same examples to respond to both (b) and (c), as long as they explain how the example supported both interpretations.

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Short-Answer Question 2

1. Using the 1928 image above, answer (a), (b), and (c).
a) Briefly describe ONE perspective about women's roles during the 1920s expressed through the image.
b) Briefly explain ONE specific historical development or circumstance from 1900 to 1929 that led to changes in women's roles during the 1920s such as that depicted in the image.
c) Briefly explain ONE specific historical development in business OR culture that led to the creation and use of images such as the one above during the 1920s.

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Short-Answer Question 2 (continued)

Scoring Guide

0–3 points

Score 3
Response accomplishes **all three** tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes **one** of the tasks set by the question.

Score 0
Response accomplishes **none** of the tasks set by the question.

Score NR
Is completely blank

Question-Specific Scoring Guide

- ONE point for describing one perspective about women's roles during the 1920s expressed through the image
- ONE point for explaining one specific historical development or circumstance from 1900 to 1929 that led to changes in women's roles during the 1920s such as that depicted in the image
- ONE point for explaining one specific historical development in business OR culture that led to the creation and use of images such as the one above during the 1920s

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Examples of responses to (a) that would earn credit:

- Women of the 1920s were able to take more active roles in society than in past decades.
- Women of the 1920s were able to act more freely than in past decades and pursue adventures (i.e., through driving independently, making their own choices about purchases, and being a flapper).
- Women of the 1920s advocated the Equal Rights Amendment.
- Women of the 1920s made strides forward, but did not achieve full equality. Traditional gender roles lingered.

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2018 SCORING GUIDELINES

Short-Answer Question 2 (continued)

Examples of responses to (b) that would earn credit:

- Sex discrimination eliminated in voting; Nineteenth Amendment (1920)
- Women had played an active, supportive role during the First World War and involvement in more public and political roles continued
- Mass media influenced culture and women were as likely to become highlighted in advertising as were men
- More economic opportunities for women; access to jobs in offices, sales, factories, and elsewhere
- Rise of flappers and the activities associated with flappers in the 1920s
- Women played active roles in social reform movements of Progressive Era

Examples of responses to (c) that would earn credit:

- New technologies (e.g., print magazines, moving pictures, and the radio in the 1920s) allowed more Americans to get information more quickly.
- Newly developed forms of mass media (e.g., the radio and advertising such as roadside billboards) influenced a developing consumer culture.
- The advertising industry sought to cultivate new markets (i.e., female drivers, independent women, flappers and young women).
- Economic growth allowed improved quality of life, encouraging people to spend disposable income on new consumer goods.
- The combination of mass production and increasing mass marketing toward women expanded opportunities for consumption and economic decision making.
- Availability of credit and peoples' willingness to buy on the installment plan expanded access to consumer goods.

NOTE: some examples could be used to support either (b) or (c). Responses should clearly indicate the connection between the historical development explained and the point that it is supporting.

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Short-Answer Question 3

Answer (a), (b), and (c), confining your response to the period 1700 to 1776.
a) Briefly describe ONE specific historical difference in North America between the First Great Awakening and the Enlightenment.
b) Briefly describe ONE specific historical similarity in North America between the First Great Awakening and the Enlightenment.
c) Briefly explain ONE specific historical effect in North America of either the Great Awakening or the Enlightenment.

Scoring Guide

0–3 points

Score 3
Response accomplishes **all three** tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes **one** of the tasks set by the question.

Score 0
Response accomplishes **none** of the tasks set by the question.

Score NR
No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing one specific historical difference in North America between the First Great Awakening and the Enlightenment
- ONE point for describing ONE specific historical similarity in North America between the First Great Awakening and the Enlightenment
- ONE point for explaining one specific historical effect in North America of either the Great Awakening or the Enlightenment

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Short-Answer Question 3 (continued)

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Examples of responses to (a) that would credit:

- First Great Awakening (or Great Awakening) about religion, personal revelation and need for salvation, revivalism, pietism, emphasis on emotion, enthusiasm, and zealousness
- Enlightenment about rationalism, science, philosophy, democratic ideas, deism, and the secularization of society
- Great Awakening stressed emotion as way to understand the world and the individual's place in it, while the Enlightenment stressed use of reason

NOTE: Credited responses must explicitly address both the Enlightenment and the First Great Awakening.

Examples of responses to (b) that would credit:

- Both sets of ideas originated in Europe and moved to North America and became mass movements.
- Both movements undermined allegiance or resulted in challenges to traditional authority, whether in the form of the established churches and minsters or centralized political authority (British Crown).
- Both movements placed emphasis on the importance of the individual, personal experience as the source of knowledge or revelation/salvation.
- Both movements promoted literacy, education, democracy.

Examples of responses to (c) that would earn credit:

- Great Awakening contributed to challenges to authority through emphasis on individual; many churches split into New Lights and Old Lights; new denominations formed
- Enlightenment caused a questioning of authority and concepts of natural rights reinforced idea of human ability to govern themselves; contributed to intellectual origins of American Revolution, particularly evident in documents such as Thomas Jefferson's Declaration of Independence; contributed to the rise of universities

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Short-Answer Question 4

Answer (a), (b), and (c).
a) Briefly describe ONE specific historical similarity between the United States reasons for involvement in the Korean War and its reasons for involvement in the Vietnam War.
b) Briefly describe ONE specific historical difference between the United States experience in the Korean War and in the Vietnam War.
c) Briefly explain ONE specific historical effect of either the Korean War or the Vietnam War on United States society.

Scoring Guide

0–3 points

Score 3
Response accomplishes **all three** tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes **one** of the tasks set by the question.

Score 0
Response accomplishes **none** of the tasks set by the question.

Score NR
Is completely blank

Question-Specific Scoring Guide

- ONE point for describing one specific historical similarity between the United States reasons for involvement in the Korean War and its reasons for involvement in the Vietnam War
- ONE point for describing ONE specific historical difference between the United States experience in the Korean War and in the Vietnam War
- ONE point for explaining specific historical effect of either the Korean War or the Vietnam War on United States society

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

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Short-Answer Question 4 (continued)

Examples of responses to (a) that would earn credit:

- The United States believed it had to contain the spread and influence of communism around the world.
- Supporting democratic governments and leaders/supporting democracy around the world as vital to United States interests.
- The United States had an interest in maintaining free markets and capitalism around the world.
- The United States played a role in managing unresolved territorial (Soviet Union and China, interest in Korea) and colonial claims (France's interest in Vietnam/Indochina) from the immediate post-Second World War era.

Examples of responses to (b) that would earn credit:

- North Korea's invasion of South Korea prompted a United States and United Nations action to drive the North Koreans out, while in Vietnam the United States intervened because of the defeat of the French and the division of Vietnam decided at the peace conference.
- United States intervened in South Vietnam to build a government that would serve as an alternative to the Communist North Vietnam; US provided funds and support for the South Vietnamese regime against North Vietnam and the Viet Cong.
- Soldiers' wartime experience, especially of guerilla warfare, differed in Vietnam.
- United States experience in Korea validated, to some extent, the concept of containing communism, while the experience and United States loss in Vietnam ultimately undermined the concept of containment and preventing the domino effect.
- Domestic differences may include the more dramatic opposition to involvement in Vietnam as well as the diversion of energy and funds from domestic programs such as the Great Society.
- **NOTE**: Credited responses must address both the Korean War and the Vietnam War, but can imply the other with comparative qualifiers (such as "Vietnam was more divisive" thus implying "than Korea") and describe more than vague generalizations.

Examples of responses to (c) that would earn credit:

NOTE: Response may use the same example in c as b, BUT earns the point only with additional development of the example.

- Korean War
    - Confirmed domestic anxieties about the threat of communism and the Soviet Union and China
    - Led to a sustained period of Cold War tensions
    - Extended use of the Selective Service System (the draft) from 1950 through the 1960s and the service of millions in the Armed forces at home and abroad in this period
- Vietnam War
    - Anti-war protest movement in the United States developed in response to United States involvement in Vietnam
    - Young people protested the military draft
    - Growing divide in the United States between traditionalists/conservatives/older Americans and leftists/radicals/younger Americans
    - Led to neglect of domestic programs such as Great Society, the downfall of the Lyndon Johnson presidency in 1968, and public distrust of government ("credibility gap")

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Question 1 — Document-Based Question

Evaluate the extent of change in United States foreign policy in the period 1783 to 1828.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0–1)	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point) *To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must make a historically defensible claim that establishes a line of reasoning about change in United States foreign policy in the period 1783 to 1828. *Examples that earn this point include:* • "Although the United States tried its best to adhere to Washington's pleas for neutrality, the events on the world stage, from British impressment to the wars in Europe, forced the United States to occasionally engage in foreign affairs that even led to war in the 1810s." • "Between 1783 and 1828 the United States shifted away from isolation toward acting more like a world power."
B: Contextualization (0–1)	Describes a broader historical context relevant to the prompt (1 point) *To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.*	To earn the point, the response must accurately describe a context relevant to change in United States foreign policy in the period 1783 to 1828. *Examples of context might include the following, with appropriate elaboration.* • The American Revolution; US alliance with France • Mercantilism; commercial dependence on Great Britain • The French Revolution (1789); Haitian Revolution (1794) • French Revolutionary and Napoleonic Wars (1794–1815) • The First Party System • Settler colonialism; American Indian diplomacy, land cessions, and resistance • Latin American independence movements

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Question 1 — Document-Based Question (continued)

Points	Rubric	Notes
C: Evidence (0–3)	**Document Content:** Uses the content of at least three documents to address the topic of the prompt (1 point) *To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.* **OR** Supports an argument in response to the prompt using at least six documents (2 points) *To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.*	*See document summaries page for details.* • Doc 1: President George Washington, Neutrality Proclamation, 1793 • Doc 2: Treaty of Greenville, 1795 • Doc 3: Letter from Thomas Jefferson to James Monroe, 1795 • Doc 4: James L. Cathcart, United States consul at Tripoli, letter to the Secretary of State, 1800 • Doc 5: Graph, United States Foreign Trade, 1790–1812 • Doc 6: Secretary of the Treasury Alexander James Dallas, *An Exposition of the Causes and Character of the War between the United States and Great-Britain*, 1815. • Doc 7: Secretary of State John Quincy Adams, address delivered on the occasion of reading the Declaration of Independence, July 4, 1821
	Evidence Beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt (1 point) *To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.*	*Evidence used might include the following, with appropriate elaboration:* • Adam Smith, *Wealth of Nations* (1776) • Battle of Fallen Timbers (1795) • XYZ Affair (1798) • Quasi-war with France (1798–1800) • Alien and Sedition Acts (1798) • Kentucky and Virginia Resolutions (1798) • Revolution of 1800 • Embargo Act of 1807 • Tenskwatawa (The Prophet) • Tecumseh • Battle of Tippecanoe (1811) • Impressment • War of 1812 • Treaty of Ghent (1814) • Monroe Doctrine (1823)

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Question 1 — Document-Based Question (continued)

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	**Sourcing:** For at least **three** documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument (1 point) *To earn this point, the evidence must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.*	*See document summaries page for examples of possible explanations of the relevance of sourcing.*
	Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question (1 point) *A response may demonstrate a complex understanding in a variety of ways, such as the following.* • *Explaining a nuance of an issue by analyzing multiple variables* • *Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects* • *Explaining relevant and insightful connections within and across periods* • *Confirming the validity of an argument by corroborating multiple perspectives across themes* • *Qualifying or modifying an argument by considering diverse or alternative views or evidence* *This understanding must be part of the argument, not merely a phrase or reference.*	*Examples of demonstrating a complex understanding might include:* • Explaining a nuance by exploring different ways in which United States foreign policy changed as a result of overseas conflicts and conflicts in North America. • Explaining similarities and differences in the United States reaction to conflicts in different parts of the world. • Explaining connections to United States foreign policy in other time periods such as imperialism in the late nineteenth century. • Confirming the validity of the response's argument by explaining how different documents corroborate the argument about United States foreign policy in spite of differing perspectives among Federalist and Republican authors. • Qualifying or modifying the argument by considering the differences in how the United States responded militarily to Native American politics as opposed to seeking neutrality in European politics.
If response is completely blank, enter -- for all four score categories A, B, C, and D		

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Question 1 — Document-Based Question (continued)

Document Summaries and Possible Sourcing

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as the following.
1. Washington, Neutrality Proclamation, 1793	• Declares United States neutrality in current war between France and several major European powers	• After independence, Americans worried that the United States was too weak and not prepared for military conflict with European powers. (situation) • Washington's official statement of government policy did not entirely reflect the public sentiment of Federalists who sympathized with England and Republicans who sympathized with France. (point of view)
2. Treaty of Greenville, 1795	• Establishes peace between US and a number of American Indian nations • United States gives up claim to specified American Indian lands • Allows American Indians to sell lands to US • Promises US protection of American Indians on lands	• White settler migration into the sovereign homelands of American Indians provoked conflicts with Indian groups and calls for federal military action. (situation) • The treaty's terms for American Indian possession and sale of land sought to project the authority of the new federal government in diplomacy with Native Americans. (purpose) • United States officials negotiating the treaty sought to establish a paternal relationship between the federal government and American Indians. (point of view)
3. Letter from Thomas Jefferson to James Monroe, 1795	• Communicates popular opposition to the Jay Treaty • Suggests the treaty has created a political divide within the United States	• Democratic Republicans, who are loyal to France express joy in the public's distaste of Jay's treaty, which was crafted by a Federalist (point of view) • The treaty, which was designed to halt British economic interference on the high seas, failed to prevent the impressment of American sailors, making it useless (situation)
4. James Cathcart, US consul at Tripoli, letter to the Secretary of State, 1800	• Cites threat that leader of Tripoli poses to US ships • Proposes using US naval forces in the Mediterranean Sea to protect US trade	• This occurs due to the Barbary Pirates not respecting American neutrality and attacking naval vessels-thus the nation must use military force (purpose) • The end of British protection of the former colonies meant that Americans would now have to deal with the pirates who had been previously been paid ransoms by the British Empire (situation)
5. Graph, United States Foreign Trade, 1790–1812	• Graph shows general increase in US foreign trade from 1790 to 1807, sharp drop in 1808, and then recovery by 1812 but still not at previous peak	• Dramatic drop in 1808 due to Jefferson's Embargo Act as a means of averting military action (situation)

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Question 1 — Document-Based Question (continued)

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as the following.
6. Dallas, *Exposition of the War between the United States and Great-Britain*, 1815	• Seeks to explain reason for US participation in War of 1812 against Great Britain • Cites US connections with France • Cites British retention of North American forts and unwillingness to normalize relations with US	• Dallas argued that the US trade with France made the war inevitable and given his role as secretary of the treasury, his economic analysis is accurate (point of view) • Dallas argued that America was tied to France through their alliance during the Revolution and still tied to Britain because their former parent country failed to follow through the peace treaty of 1783. Thus, Madison had no choice but to declare war when things with Britain (impressment) got out of hand and US moved away from its neutral standing. (purpose)
7. Secretary of State John Quincy Adams, address, July 4, 1821	• Argues US wants to be friendly with other countries but abstained from involving itself with foreign concerns • Asserts that the US supports freedom and independence but does not seek to impose its own values abroad • Seeking to impose freedoms abroad would change the US	• This sentiment is expressed during the Era of Good Feelings, a period of national unity in the aftermath of the War of 1812, which saw political disputes between Federalists, who evaporated as a political party, and Democratic-Republicans end (point of view) • This address marked the new power of the US on the emerging global stage while still maintaining the idea of isolationism. (purpose)

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Question 1 — Document-Based Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses

- "America's foreign policy from 1783 to 1828 faced a double edged sword. On one hand, they tried to stay neutral while being lured into the never ending conflict between Britain and France. On the other hand, they sought to expand their trade and land while dealing with hostile Native Americans." *(This example shows a complex and historically defensible line of argument).*
- "The numerous restrictions from Great Britain, combined with the constant state of conflict from the colonial times, turned the former colonies off from international conflict and caused foreign policy from 1783-1828 to be rooted on neutrality." (*This example suggests a historically defensible line of argument development.*)
- "The United States sought to be neutral and confront domestic issues, the nation became increasingly involved as it became more dependent on international trade and more intertwined in the tension between Great Britain and France." (*This example establishes the analytic categories for the argument.*)

Example of unacceptable thesis

- "United States foreign policy developed around the idea of Manifest Destiny." (*This example is too generic and not specific to the time period.*)
- "America's foreign policy changed a lot because we were tired of Britain messing in our lives." (*This response largely repeats the prompt without adding historical material particular to the prompt.*)

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Question 1 — Document-Based Question (continued)

B. Contextualization (0–1 points)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to change in United States foreign policy in the period 1783 to 1828.

Examples of context might include:

- The American Revolution; alliance with France
- Mercantilism; commercial dependence on Great Britain
- The French Revolution (1789); Haitian Revolution (1794)
- French Revolutionary and Napoleonic Wars (1794–1815)
- The First Party System
- Settler colonialism; American Indian land cessions and resistance
- Latin American independence movements
- The Critical Period (Articles of Confederation, Constitutional Convention)

Example of acceptable contextualization:

- "Globalization has been a part of the American life before the true foundations of the nation were formed. Through the Columbian Exchange, the trans-Atlantic exchanges, and the colonies relationship with the mother country, Great Britain, the United States was destined to be internationally involved." (*This response describes commercial dependence which is broader historical context relevant to the topic of the prompt.*)
- "The outbreak of the French Revolution in 1789 and subsequent warfare between Great Britain and France created opposing views about how the United States should align itself in foreign affairs." (*This response describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- "The American Revolution left Americans prideful of their new nation but it gave them too much responsibility." (*This example is an attempt at contextualization. However, it is not specific enough in describing the actual consequences of the American Revolution and what responsibilities emerged because of victory. To earn credit for contextualization, this example would need to describe how the context offered is relevant to the topic.*)
- "The volatility of foreign policy is similar to the rights of African Americans throughout our history. An example of this is how even with slavery abolished in the North, the Dred Scott case essentially returned it to legality with fugitive slave laws to support it." (*This example in itself would not earn credit for contextualization because, even though it may be historically accurate, it is not self-evidently relevant to the topic. To earn credit for contextualization, this example would need to describe how the context offered is relevant to the topic.*)

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Question 1 — Document-Based Question (continued)

C. Evidence (0–3 points)

Evidence from the Documents
In order to earn one point for using evidence from the documents, the response must address the **topic** of the prompt by using at least **three** documents. To earn one point for evidence from the documents, the response must accurately describe—rather than simply quote or paraphrase—content from at least three of the documents to address the topic of the prompt.

Example of describing the content of a document:

- "In Document 2, the United States wrote a treaty with the Native Americans to stop all the fighting." (*This example describes evidence from a document relevant to the topic, so it contributes toward the first evidence point, but it does not use that evidence to support an argument about change in United States foreign policy, so it does not contribute toward the second point.*)

Example of unacceptably describing the content of a document:

- "In Document 2, neutrality is taken but with regard to internal conflicts; they returned American Indians' rightful land to them and promised no further conflicts amongst them." (*This example does not contribute toward credit for describing evidence from the documents relevant to the topic because it misinterprets the document.*)

OR

In order to earn two points for using evidence from the documents, the response must support an **argument** in response to the prompt by accurately using the content of at least **six** documents. To earn two points, responses must accurately describe the document's content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Example of supporting an argument using the content of a document:

- "Document 5 shows that at the turn of the 19th century, trade with the foreign powers of the world greatly increased (until Jefferson initiated the Embargo) either due to the lowering of tariffs, or the expansion of international trade networks. Exports and imports both rose dramatically, meaning some stability in foreign policy regarding trade." (*This example connects Document 5 and trade to foreign policy and therefore contributes toward two points for using the documents to support an argument.*)

Example of unacceptably supporting an argument using the content of a document:

- "In 1808 trade imports and especially exports took a steep drop losing the country millions of dollars (Document 5)." (*This example describes evidence from a document relevant to the topic, so it contributes toward the first evidence point, but it does not use that evidence to support an argument about change in United States foreign policy, so it does not contribute toward the second point.*)

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Question 1 — Document-Based Question (continued)

Evidence Beyond the Documents

In order to earn one point for evidence beyond the documents, the response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the topic. To earn this point, the evidence must be described and must be more than a phrase or reference.

This additional piece of evidence must be different from the evidence used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as supporting **evidence beyond the documents** will typically be more specific details that function as support for a particular point made in an argument, analogous to the function of evidence drawn from the documents.

Evidence used might include the following, with appropriate elaboration:

- Adam Smith, *Wealth of Nations* (1776)
- Pinckney's Treaty (1795)
- Western Confederacy; Chief Little Turtle (Miami Indians)
- Battle of Fallen Timbers (1795)
- XYZ Affair (1798)
- Quasi-war with France (1798-1800)
- Alien and Sedition Acts (1798)
- Kentucky and Virginia Resolutions (1798)
- Revolution of 1800
- Louisiana Purchase (1803)
- Embargo Act of 1807
- Non-Intercourse Act (1809)
- Macon's Bill No. 2 (1810)
- Tenskwatawa (The Prophet)
- Tecumseh
- Battle of Tippecanoe (1811)
- Impressment
- War of 1812
- Treaty of Ghent (1814)
- Monroe Doctrine (1823)
- Rush-Bagot Treaty (1817)
- Convention/Treaty of 1818
- Adams-Onís Treaty (1819); acquisition of Florida

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Question 1 — Document-Based Question (continued)

Examples of acceptable use of an additional piece of specific historical evidence:

- "The War of 1812 between Tecumseh's army of Native Americans and Americans accelerated the clashes between the two groups. However, the defeat of Tecumseh led to the downfall of peaceful coexistence between Natives and citizens and eventually leads to removal treaties that prompted the Trail of Tears in the future under Andrew Jackson's presidency." (*This example uses a particular piece of evidence beyond the documents to make a connection to a larger argument.*)
- "However, the U.S. eventually was forced to engage with foreign powers with the War of 1812. The conflict was due to British ships impressing American sailors. The British claimed to be retaking back their sailors. Jefferson attempted to limit impressment with the Embargo Act of 1807 and its effects can be seen in Document 5 where there is a sharp decrease in imports during this year." (*This example uses two particular pieces of evidence beyond the documents to make a connection to a larger argument.*)

Example of unacceptable use of an additional piece of specific historical evidence:

- "James Monroe is also significant because he wrote the Monroe Doctrine which called for more European influence in the western hemispheres with hopes to make the U.S. the hegemony in that half of the world." (*This example would not earn credit for evidence beyond the documents because it is historically inaccurate.*)

D. Analysis and Reasoning (0–2 points)

Document Sourcing

For at least three documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt. To earn this point, the response must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

Example of an acceptable explanation of the relevance of the document's point of view:

- "Jefferson, a Democratic-Republican, writes in Document 3 to inform Monroe (also a Democratic-Republican) about the unpopularity of Jay's treaty in the United States. With Monroe stationed in France, he would not have been aware of the public's disapproval and that he could hopefully change things overseas." (*This example contributes toward a point for document sourcing because it connects Jefferson and Monroe's perspective on foreign affairs.*)

Example of an unacceptable explanation of the relevance of the document's point of view:

- "The point of view of this document (1) is of George Washington. He was a great general and president so it could be said that he really did know best for his country, and that his words are true." (*This example is a simplistic understanding of point of view since it only notes Washington is a general and president.*)

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Question 1 — Document-Based Question (continued)

Example of an acceptable explanation of the relevance of the document's purpose:

- "In Document 3, after the impressment of Americans, Jay, a foreign diplomat sent to sort this issue out. However, Jay's treaty was a mockery of foreign affairs as they promised to amend part impressments but refused to mention anything further. Jefferson rightly criticized the unpopular and ineffective treaty." (*This example contributes toward a point for document sourcing because it connects the purpose of Jefferson's letter in understanding the failures of Jay's Treaty.*)

Example of an unacceptable explanation of the relevance of the document's purpose:

- "This documents (5) purpose was to most likely figure out the American Wealthy upon early years of trade." (*This example does not contribute toward a point for document sourcing because it does not connect the purpose of the graph to an argument about change in United States foreign policy.*)

Example of an acceptable explanation of the relevance of the historical situation of a document:

- "As the United States' first president, George Washington believed that involvement with foreign powers would detract from much-needed focus on the nation's success, as seen in his neutrality proclamation, a response to conflict between France and other European powers. Washington sincerely hoped that United States foreign involvement would be limited. In his farewell address, he explicitly warned of the danger that would come with making formal alliances with foreign powers." (*This example contributes toward a point for document sourcing because it connects the situation regarding neutrality to the conflicts in Europe.*)

Example of an unacceptable explanation of the relevance of the historical situation of a document:

- "Some Americans like George Washington in Document 1 were neutral in the conflict between France and Great Britain." (*This example does not contribute toward a point for document sourcing because it does not connect the sentiments of Americans to change in United States foreign policy.*)

Example of acceptable explanation of the relevance of the audience:

- "The fact that Thomas Jefferson (Document 3) was writing to political ally James Monroe, the US minister to France at the time, highlights the disagreements about whether to side with Britain or France. Jefferson, as a Democratic-Republican and Francophile, supported France." (*This example contributes toward a point for document sourcing because it connects the audience for Jefferson's letter to internal conflict over the course of United States foreign policy.*)

Example of unacceptable explanation of the relevance of the audience:

- "Document 5 has an audience of scholars formulating ideas in the 1970s when it was published." (*This example does not contribute toward a point for document sourcing because it does not connect the graph to the prompt nor an argument about change in United States foreign policy.*)

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Question 1 — Document-Based Question (continued)

Demonstrating Complex Understanding
The response demonstrates a complex understanding, using evidence to corroborate, qualify, or modify an argument that addresses the question.

- Explaining a nuance by exploring different ways (e.g., via conflicts abroad, via annexation of Native American territory) in which United States foreign policy changed
- Explaining similarities and differences in the United States role in different parts of the world
- Explaining connections to other time periods such as United States expansionism in the late nineteenth century
- Confirming the validity of the response's argument by explaining how different documents corroborate the argument in spite of differing perspectives among the authors
- Qualifying or modifying the argument by considering continuities in United States foreign policy at this time

Example of demonstrating complex understanding:

- *The response below includes several examples of historical complexity peppered throughout the essay that use evidence to corroborate, qualify, or modify an argument about foreign policy. Here are some examples from one response in multiple locations.* "America was still establishing itself as a country because it was new so it imported a lot from Britain, which is why America wanted to stay neutral in the Revolution with France because Northern Federalists were relying on trade with Britain." (*explains a nuance of an issue by analyzing multiple variables)* "Adams request for isolationism is in line with the Monroe Doctrine which say America does not want Europe interfering in the Western Hemisphere." *(Explaining relevant and insightful connections with and across periods)* "Britain still had a lot of forts on the frontier which was supposed to be removed through Jay's treaty. However, even after the treaty, Britain didn't accept America's sovereignty at all and furthermore, France was angry over a British treaty with America, which led to the XYZ affair with France." (*Confirming the validity of an argument by corroborating multiple perspectives across themes)* "Native Americans were very angry about the land grab so they started getting guns from the British so they can rebel against Americans, particularly Tecumseh, which escalated America's tension with Great Britain." (*Continuity and change over time)*

Example of unacceptably demonstrating complex understanding:

- *The response below attempts to explain relevant and insightful connections within and across periods. However, it is not demonstrating a complex understanding of the historical development that is the focus of this essay, which is foreign policy from 1783–1828. This is merely a list of events in the 20th century and beyond that are not connected to a sophisticated or nuanced argument. Merely making references to other time periods in a synthetic fashion is not sufficient to earn the point.* "Following the Declaration of Independence and the United States separating itself from under Great Britain's rule, there were many conflicts to come. As American faced conflicts, such as WWI, WWII, Cold War, Great Depression, and more, their foreign policy of the nation would inevitably adapt in order to be of assistance to the betterment of the United States, For instance, with the current issues in the Middle Eastern nations of Iraq and Iran, the United States are involved."

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Question 2 — Long-Essay Question

Evaluate the extent to which trans-Atlantic exchanges affected colonial culture in British North America in the period from 1700 to 1770.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point) *To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must make a historically defensible claim that establishes a line of reasoning about how trans-Atlantic exchanges affected colonial culture in British North America in the period from 1700 to 1770. *Examples that earn this point include:* • "From 1700-1770, the trans-Atlantic trade had massive effects on American culture. A system of racial injustices through slavery was brought about and the climate for the Revolution was made possible." (*The response suggests a line of argument development.)* • "This interconnection of the two Hemispheres greatly impacted colonial culture between 1700 and 1770, as it changed demographics of the South, led to sectional divisions, and allowed for the cultural influence of Britain." *(The response establishes the analytic categories for the argument.)* • "Although regional identities and cultures were apparent before the trans-Atlantic trade such as the life expectance and family values, the slave trade helped further differentiate the regional differences with changing daily lives and political/economic differences." (*The response suggests a line of argument development.)*

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Question 2 — Long-Essay Question (continued)

Points	Rubric	Notes
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.*	To earn this point, the response must accurately describe a context relevant to the ways in which trans-Atlantic exchanges affected colonial culture in British North America in the period from 1700 to 1770. *Examples of context might include the following, with appropriate elaboration.* • Mercantilism and economic ties to Great Britain • The trans-Atlantic slave trade and the establishment of a social hierarchy (planter aristocracy) • Spread of Enlightenment and republican ideas • The First Great Awakening and its effect upon independent thought • British taxation policies after the French and Indian War influencing revolutionary ideals
C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the topic of the prompt. (1 point) *To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* **OR** **Supports an Argument:** Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points) *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.*	*Examples of evidence used might include:* • Great Awakening (George Whitefield, Jonathan Edwards) • Navigation Acts extended (Hat Act, Molasses Act, Iron Act) • Salutary neglect • Seven Years' War (French and Indian War) • Proclamation of 1763 • Pontiac's Rebellion • Stamp Act and repeal (Declaratory Act) • Sugar Act • Townshend Acts • Triangular trade • Cash crops • Slave trade, Middle Passage (slave rebellions – Stono Rebellion), Black Codes • Enlightenment effects on colonial thought • Boston Massacre **OR** Responses earn two points by using examples of specific historical evidence to support an argument in response to the prompt.

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Question 2 — Long-Essay Question (continued)

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.* **OR** **Complexity:** Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points) *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • *Explaining a nuance of an issue by analyzing multiple variables* • *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects* • *Explaining relevant and insightful connections within and across periods* • *Confirming the validity of an argument by corroborating multiple perspectives across themes* • *Qualifying or modifying an argument by considering diverse or alternative views or evidence* *This understanding must be part of the argument, not merely a phrase or reference.*	*Examples of using historical reasoning to frame or structure an argument might include:* • Explaining how the Great Awakening affected colonial culture • Explaining how the Enlightenment affected colonial culture • Explaining how commercial exchanges of goods from Britain to the American colonies affected colonial culture • Explaining how slavery and the slave trade affected colonial culture **OR** *Demonstrating a complex understanding might include:* • Explaining a nuance of an issue by analyzing multiple variables by, for example, examining several colonial regions (changing cultural identities between the regions) • Explaining multiple causes or explaining both causes and effects, for example, explaining how colonial culture in the British North American colonies exhibited various features of independence and self-governance, while also expressing aspects of loyalty to the British Crown • Explaining relevant and insightful connections within and across periods, for example, examining the long-term effects of slavery on racial tensions • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, explaining how other factors were more important than the trans-Atlantic exchanges in shaping colonial culture • Explaining the various effects of slavery and the slave trade on the development of regional identities
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

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Question 2 — Long-Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- "The trans-Atlantic exchange of goods bolstered not only the economic system of British North America, but the Spirits of the citizens. The goods brought to the colonies and the opportunity of trade allowed the colonies to begin to prosper and directly affected the eventual development of the United States of America." (*The response suggests a line of argument development.)*
- "The trans-atlantic exchange also called the Columbian exchange fathered the culture of the Colonies, giving them the building blocks for a democratic yet oppressive cuture." (*The response suggests a line of argument development. The incorrect use of Columbian exchange is a minor error and does not detract from the thesis statement.)*
- "The Trans-Atlantic exchange played a massive role in the development of British colonial culture because of how it effected their growth, culture, and eventual independence." (*The response establishes the analytic categories for the argument.)*

Examples of unacceptable theses:

- "In the years of 1700 to 1770 the trans-Atlantic exchanges heavily affected colonial culture in British North America." *(This example largely restates the prompt).*
- "In the time period of 1700 to 1770, the trans-Atlantic exchanges greatly affected colonial culture in British North America as the exchange of plants, animals, good, and ideas influenced the rising colonies. The colonies were not only getting consumer goods for the exchanges but they were getting a taste of foreign language, music, dancing, social structure. All of those things influenced the colonial culture."*(This response does not suggest a line of reasoning).*
- "Trans-Atlantic exchanges affected colonial culture in British North America in many ways." *(This example largely restates the prompt).*

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Question 2 — Long-Essay Question (continued)

B. Contextualization (0–1 points)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to the ways in which trans-Atlantic exchanges affected colonial culture in British North America in the period from 1700 to 1770.

Examples might include the following, with appropriate elaboration:

- Mercantilism and economic ties to Great Britain
- The trans-Atlantic slave trade and the establishment of a social hierarchy (planter aristocracy)
- Spread of Enlightenment and republican ideas
- The First Great Awakening and its effect upon independent thought
- British taxation policies after the French and Indian War influencing revolutionary ideals

Example of acceptable contextualization:

- "Culturally America became more reliant on slaves and the plantation system was introduced. The beginnings of racism towards blacks started with slavery. Culturally Americans did not see slaves as humans. The slavery being introduced now would eventually create huge conflict that would result in a Civil War." (*This example describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- "The economies of most British North American colonies depended on farming in the 18th century." (*This example in itself would not earn credit for contextualization because, even though it may be historically accurate, it is not self-evidently relevant to the topic. To earn credit for contextualization, this example would need to describe how the context offered is relevant to the topic.*)

C. Evidence (0–2 points)

Evidence

Responses earn **one** point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

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Question 2 — Long-Essay Question (continued)

Examples of evidence used might include:

- Great Awakening (George Whitefield, Jonathan Edwards)
- Navigation Acts extended (Hat Act, Molasses Act, Iron Act)
- Salutary Neglect
- French and Indian War
- Proclamation of 1763
- Pontiac's Rebellion
- Stamp Act and repeal (Declaratory Act)
- Sugar Act
- Townshend Acts
- Triangular trade
- Cash crops
- Slave trade, Middle Passage (slave rebellions – Stono Rebellion), Black Codes
- Enlightenment effects on colonial thought
- Boston Massacre

Example of acceptably providing evidence relevant to the topic of the prompt

- "Protestant minister George Whitefield was an important leader who participated in the Great Awakening in both England and America." (*This example cites evidence relevant to the topic, so it would count for the first evidence point, but it does not use that evidence to support an argument about how trans-Atlantic exchanges affected United States culture, so it would not earn the second point.*)

Example of unacceptably providing evidence relevant to the topic of the prompt

- "Alexander Hamilton convinced George Washington to support France in French wars against Great Britain." (*This response would not earn credit for evidence because it is outside of the time period and historically inaccurate.*)

OR

Supports an Argument

Responses earn **two** points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument

- "By preaching first in England and then traveling across the Atlantic to America and preaching there, Protestant minister George Whitefield helped transfer religious ideas from Europe to the American colonies and changed American culture." (*This example gives specific historical evidence that supports an argument in response to the prompt.*)

Example of unacceptable use of evidence to support an argument

- "Protestant minister George Whitefield was an important leader who participated in the Great Awakening." (*This example cites evidence relevant to the topic, so it would count for the first evidence point, but it does not use that evidence to support an argument about how trans-Atlantic exchanges affected United States culture, so it would not earn the second point.*)

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Question 2 — Long-Essay Question (continued)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning
Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:
- Explaining how the Great Awakening affected colonial culture
- Explaining how the Enlightenment affected colonial culture
- Explaining how commercial exchanges of goods from Britain to the American colonies affected colonial culture
- Explaining how slavery and the slave trade affected colonial culture

Example of acceptable use of historical reasoning:
- "European Enlightenment ideas such as self-rule and the social contract migrated across the Atlantic from Europe to America in the 18th century and helped create the intellectual and cultural basis for the American Revolution." (*This example earns the point for historical reasoning because it highlights movement and a historical change. The use of terms like "migrated" and "helped create" demonstrates change over time.*)

Example of unacceptable use of historical reasoning:
- "The Enlightenment was a very important factor in 18th century America." (*This sentence would not earn the point for historical reasoning because the language does not indicate change, continuity, comparison, or causation.*)

OR

Complexity
Responses earn **two** points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:
- Explaining a nuance of an issue by analyzing multiple variables by, for example, examining several colonial regions (changing cultural identities between the regions)
- Explaining multiple causes or explaining both causes and effects, for example, explaining how colonial culture in the British North American colonies exhibited various features of independence and self-governance, while also expressing aspects of loyalty to the British Crown
- Explaining relevant and insightful connections within and across periods, for example, examining the long-term effects of slavery on racial tensions
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, explaining how other factors were more important than the trans-Atlantic exchanges in shaping colonial culture
- Explaining the various effects of slavery and the slave trade on the development of regional identities

This understanding must be part of the argument, not merely a phrase or reference.

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Question 2 — Long-Essay Question (continued)

Example of acceptable demonstration of a complex understanding

- "This brought political power to the South and allowed for the creation of a planters' aristocracy, This class system, developed primarily in the mid-1700s would go on to rule Dixieland through the 19th century and being a cause of the Civil War." (*This example, through the growth of slavery in the South, demonstrates a complex understanding of the historical development that is the focus of the prompt by making insightful connections across periods.*)

Example of unacceptable demonstration of a complex understanding

- "By 1770 most colonists were angry with Great Britain and either wanted them to back or wanted independence from them. This feeling was much like the south's feelings before the civil war where they felt the north was infringing on their livelihood. They also felt they may thrive if they separated, so they succeeded from the union much like America did from Britain." (*This example attempts to make a connection between the two time periods but provides an inaccurate connection.*)

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Question 3 — Long-Essay Question

Evaluate the extent to which immigration affected United States culture in the period from 1840 to 1898.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point) *To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must make a historically defensible claim that establishes a line of reasoning about how immigration affected United States culture in the period from 1840 to 1898. *Examples that earn this point include:* • "Immigration greatly affected culture in the United States from 1840 to 1898 by causing manufacturing to increase, discontent of Americans, and an overall change in the population, especially in cities." • "Immigration in the period 1840 to 1898 led to increased prevalence in United States culture of nativism, discrimination, and racism."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.*	To earn this point, the response must accurately describe a context relevant to the ways in which immigration affected United States culture in the period from 1840 to 1898. *Examples of context might include the following, with appropriate elaboration.* • The industrialization of the United States • Economic opportunity in the United States • Opportunities provided by Manifest Destiny

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Question 3 — Long-Essay Question (continued)

Points	Rubric	Notes
C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the topic of the prompt. (1 point) *To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* **OR** **Supports an Argument:** Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points) *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.*	*Examples of evidence used might include:* • Irish and German immigration, 1840s–1850s • Southern, eastern, and central European immigration in the late nineteenth century • Chinese Exclusion Act of 1882 • Know-Nothing Party • Urban political machines and bosses • Chinatowns, Little Italy, Germantowns • Nativism; "no Irish need apply" • Angel and Ellis Island • Hull House, 1889 • Jacob Riis • Transcontinental railroad

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Question 3 — Long-Essay Question (continued)

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.* **OR** **Complexity:** Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points) *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • *Explaining a nuance of an issue by analyzing multiple variables* • *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects* • *Explaining relevant and insightful connections within and across periods* • *Confirming the validity of an argument by corroborating multiple perspectives across themes* • *Qualifying or modifying an argument by considering diverse or alternative views or evidence* *This understanding must be part of the argument, not merely a phrase or reference.*	*Examples of using historical reasoning to frame or structure an argument might include:* • Explaining how immigration fostered the creation of ethnic communities and how ethnic cultures shaped other cultures • Explaining how immigration contributed to the rise of nativist ideas and nativism • Explaining how immigration contributed to urbanization and urban challenges • Explaining how immigration contributed to a working class culture **OR** *Demonstrating a complex understanding might include:* • Explaining a nuance of an issue by analyzing multiple variables by, for example, examining multiple immigrant groups • Explaining multiple causes or explaining both causes and effects by, for example, explaining how the influence of immigration generated nativist sentiment in the United States, while at the same time creating an increasingly ethnically diverse culture • Explaining relevant and insightful connections within and across periods by making comparisons with the effects of immigration after 1898 • Confirming the validity of an argument by corroborating multiple perspectives across various immigrant groups and/or various American political and social platforms. • Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, arguing and explaining how other factors were more important than immigration in shaping United States culture.
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

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Question 3 — Long-Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- "Immigration greatly affected culture in the United States from 1840 to 1898 by causing manufacturing to increase, discontent of Americans, and an overall change in the population, especially in cities." *(The response suggests a line of argument development.)*
- "This influx of immigration had a significant effect on U.S. culture from 1840-1898 as it caused a reaction in nativist movements, created a new labor force for manufacturing, and ultimately led to the formation of unions." *(The response establishes the analytic categories for the argument.)*
- "Immigration in the period 1840 to 1898 led to increased prevalence in United States culture of nativism, discrimination, and racism." *(The response establishes the analytic categories for the argument.)*

Example of unacceptable thesis:

- "The most significant way that immigration shaped American culture was the arrival of more people." *(This response is too generic to earn credit as a thesis).*
- "Immigration in the period 1840 to 1898 affected United States culture to a large extent." *(This example largely restates the prompt).*

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Question 3 — Long-Essay Question (continued)

B. Contextualization (0–1 points)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to the ways in which immigration affected United States culture in the period from 1840 to 1898.

Examples might include the following, with appropriate elaboration:

- The industrialization of the United States
- Economic opportunity in the United States

Example of acceptable contextualization:

- "The Gilded Age was a time of rapid industrialization that helped attract many immigrants. Because native born Americans looked down on these jobs, Eastern and Southern European immigrants, who arrived with little money, took these unskilled factory jobs and dangerous manufacturing positions in construction and steel. Immigrants in this sector of the labor force increased the wealth and power of the industrial giants, who were protected by the federal government through the lack of regulation." (*This example describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- "Political corruption was widespread in the 1880s and 1890s." (*This example in itself would not earn credit for contextualization because, even though it may be historically accurate, it is not self-evidently relevant to the topic. To earn credit for contextualization, this example would need to describe how the context offered is relevant to the topic.*)

C. Evidence (0–2 points)

Evidence

Responses earn **one** point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

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Question 3 — Long-Essay Question (continued)

Examples of evidence used might include:

- Irish and German immigration, 1840s–1850s
- Southern, eastern, and central European immigration in the late nineteenth century
- Chinese Exclusion Act of 1882
- Know-Nothing Party
- Urban political machines and bosses
- Chinatowns, Little Italy, Germantowns
- Nativism; "no Irish need apply"
- Angel and Ellis Island
- Hull House, 1889
- Jacob Riis
- Transcontinental Railroad

Example of acceptably providing evidence relevant to the topic of the prompt

- "Many Irish people immigrated to the United States in the 1840s and 1850s." (*This example cites evidence relevant to the topic, so it would count towards the first evidence point, but it does not use that evidence to support an argument about how immigration affected United States culture, so it would not count towards the second point.*)

Example of unacceptably providing evidence relevant to the topic of the prompt

- "Millions of people came to the United States looking for jobs." (*This response would not earn credit for evidence because it is too vague.)*

OR

Supports an Argument

Responses earn **two** points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument

- "Large-scale Irish immigration to the United States in the 1840s and 1850s introduced new cultural traditions to the United States and expanded the influence of the Catholic religion. This also prompted nativist antagonism toward Irish immigrants." (*This example connects a piece of evidence—Irish immigration—to a number of cultural trends at the time.*)

Example of unacceptable use of evidence to support an argument

- "Many Irish people immigrated to the United States in the 1840s and 1850s." (*This example cites evidence relevant to the topic, so it would count towards the first evidence point, but it does not use that evidence to support an argument about how immigration affected United States culture, so it would not count towards*
  the second point.)

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Question 3 — Long-Essay Question (continued)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning
Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:
- Explaining how immigration fostered the creation of ethnic communities and how ethnic cultures shaped other cultures
- Explaining how immigration contributed to the rise of nativist ideas and nativism
- Explaining how immigration contributed to urbanization and urban challenges
- Explaining how immigration contributed to a working-class culture

Example of acceptable use of historical reasoning:
- "Immigration led to the development of ethnic communities in cities such as the Chinatowns that emerged in New York City and San Francisco." (*This example earns the point for historical reasoning because it highlights a historical change. The use of terms like "development" and "emerged" demonstrates change over time.*)

Example of unacceptable use of historical reasoning:
- "Immigration was very important in the late 19th century." (*This sentence would not earn the point for historical reasoning because the language does not indicate change, continuity, comparison, or causation.*)

Complexity
Responses earn **two** points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:
- Explaining a nuance of an issue by analyzing multiple variables by, for example, examining multiple immigrant groups
- Explaining multiple causes or explaining both causes and effects by, for example, explaining how the influence of immigration generated nativist sentiment in the United States, while at the same time creating an increasingly ethnically diverse culture
- Explaining relevant and insightful connections within and across periods by making comparisons with the effects of immigration after 1898
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, arguing and explaining how other factors were more important than immigration in shaping United States culture.

This understanding must be part of the argument, not merely a phrase or reference.

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Question 3 — Long-Essay Question (continued)

Example of acceptable demonstration of a complex understanding

- *With additional such examples throughout essay, this example demonstrates a complex understanding through relevant and insightful connections across time periods.*
  "Because of the changes brought about by immigration, a profound divide between Americans emerged. Many Americans sought to assist and assimilate immigrants through educational and training programs, while others increased participation in discriminatory practices. This division led to progressivism on one side and increased calls for immigration restriction on the other. Despite the efforts of progressives, nativism prevailed through the passage of quotas in the early 20th century and the rise of the Ku Klux Klan's targeting of immigrants."

Example of unacceptable demonstration of a complex understanding

- *This example does not demonstrate a complex understanding of the evidence in support of the argument.*
  "Immigration was very important because it significantly changed America."

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Question 4 — Long-Essay Question

Evaluate the extent to which sustained economic growth affected United States culture in the period from 1940 to 1970.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point) *To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must make a historically defensible claim that establishes a line of reasoning about how sustained economic growth affected United States culture in the period from 1940 to 1970. *Examples that earn this point include:* • "America's economic success would directly correlate to changes in lifestyle, social norms, standard of living, and would contribute to literacy and sociopolitical movements." • "The sustained economic growth affected the United States culture by forcing the extreme conformity in the 1950s, the exploration of new concepts, and the uprising of civil rights." *(These responses make historically defensible claims that address the prompt.)*
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.*	To earn this point, the response must accurately describe a context relevant to the ways in which sustained economic growth affected United States culture in the period from 1940 to 1970. *Examples of context might include the following, with appropriate elaboration.* • Postwar liberalism • The Cold War • The Great Depression • Space Race • World War II

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Question 4 — Long-Essay Question (continued)

Points	Rubric	Notes
C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the topic of the prompt. (1 point) *To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* **OR** **Supports an Argument:** Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points) *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.*	*Examples of evidence used might include:* • Baby boom • Great Society • Levittown • Sun Belt • Interstate Highway System • Suburbanization • Counterculture – Beatniks - Hippies • Rock n roll • Civil Rights movement • Emergence of distinct teenage youth culture • American Dream • Proxy wars • Women's rights • Appliances, cars • White picket fences • Advertising in the context of a consumer culture • "Keeping up with the Joneses"

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Question 4 — Long-Essay Question (continued)

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.* **OR** **Complexity:** Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points) *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • *Explaining a nuance of an issue by analyzing multiple variables* • *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects* • *Explaining relevant and insightful connections within and across periods* • *Confirming the validity of an argument by corroborating multiple perspectives across themes* • *Qualifying or modifying an argument by considering diverse or alternative views or evidence* *This understanding must be part of the argument, not merely a phrase or reference.*	*Examples of using historical reasoning to frame or structure an argument might include:* • Explaining how economic growth contributed to suburban culture • Explaining how sustained economic growth contributed to popular demands for expanded social or political rights **OR** *Demonstrating a complex understanding might include:* • Explaining a nuance of an issue by analyzing multiple variables by, for example, exploring racial or ethnic variations in United States culture or by exploring how economic growth affected groups differently • Explaining multiple causes such as several particular aspects of economic growth or explaining both causes and effects • Explaining relevant and insightful connections within and across periods such as making comparisons with economic growth in the 1920s • Confirming the validity of an argument by corroborating multiple perspectives across themes by demonstrating that the development of the counterculture was spurred by a general culture of conformity, itself a product of sustained economic growth • Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, arguing how other factors were more important than sustained economic growth in shaping United States culture in the period 1940 to 1970
If response is completely blank, enter - - for all four score categories: A, B, C, and D		

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Question 4 — Long-Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity**: Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- "In the period between 1940 to 1970 enormous sustained economic growth had fundamentally changed the culture of the United States in regards to living standards and expectations, who should be able to have access to our democratic society, and what the American lifestyle meant." (*This response is acceptable because it presents a historically defensible thesis that identifies three ways in which sustained economic growth changed American culture.)*
- "From 1940 to 1970 the country's affluence and overall growth forever changed cultural issues regarding civil rights, the role of women, and the lifestyle of Americans." (*This response is acceptable because it presents a historically defensible thesis that establishes a line of reasoning about the topic.)*

Example of unacceptable theses:

- "During the time between 1940-1970, America learned to thrive and bring citizens with high benefits to improve society economically and socially." *(This response is unacceptable because it does not make any claim or statement about the impact of sustained economic growth on American culture).*
- "Sustained economic growth greatly affected United States culture from 1940 to 1970." (*This response essentially re-states the question.)*

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Question 4 — Long-Essay Question (continued)

B. Contextualization (0–1 points)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to the ways in which sustained economic growth affected United States culture in the period from 1940 to 1970.

Examples might include the following, with appropriate elaboration:

- Postwar liberalism
- The Cold War
- The Great Depression
- Space Race
- World War II

Example of acceptable contextualization:

- "This occurred within the context of the Cold War as tension kept mounting domestically. Consequently, the American people would turn towards their consumerism and home lives in order to escape the growing fear of the threat that the Soviet Union presented." (*This example describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- "Because of WWII, the Great Depression had ended and America emerged economically stable." (*This example in itself would not earn credit for contextualization because, while it mentions the Great Depression as context for the economic growth, it is merely a phrase or a reference.*)

C. Evidence (0–2 points)

Responses earn **one** point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

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Question 4 — Long-Essay Question (continued)

Examples of evidence used might include:

- Baby boom
- Great Society
- Levittown
- Sun Belt
- Interstate Highway System
- Suburbanization
- Counterculture – Beatniks - Hippies
- Rock n roll
- Civil Rights movement
- Emergence of distinct teenage youth culture
- American Dream
- Proxy wars
- Women's rights
- Appliances, cars
- White picket fences
- Advertising in the context of a consumer culture
- "Keeping up with the Joneses"
- Women's Rights
- Appliances, Cars
- White Picket Fence
- Advertising
- "Keeping up with the Joneses

Example of acceptably providing evidence relevant to the topic of the prompt

- "In the 1950s for the first time a bloated middle class could afford housing in large, tracted suburbs, buy appliances with wages that paid well, and afford to send themselves and their kids to college." (*This response cites evidence – suburbs, appliances, college - relevant to the topic. Because the response to not go on to use the evidence to support its argument, it did not earn the second evidence point.*)

Example of unacceptably providing evidence relevant to the topic of the prompt

- "With the help of Woodrow Wilson, the United States brought the unemployment rate back to 2 percent." (*This response would not earn credit for evidence because it is outside of the time period and historically inaccurate.*)

OR

Supports an Argument

Responses earn **two** points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument

- "Developments in media made possible by a growing economy led to the definition of American culture and the popularization of American culture between 1940 and 1970." (*As part of response that cites the role of television – it says, for example "Soon shows reinforcing the nuclear family and the roles of each person, such as 'Father Knows Best,' were on every TV screen - and movies in creating a culture of conformity, this example uses the evidence to support its argument.*)

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Question 4 — Long-Essay Question (continued)

Example of unacceptable use of evidence to support an argument

- "America being financially prosperous at the time created the Berlin Airlift to keep Germany on the democratic side of Cold War aggression." (*This response cites evidence relevant to the topic, so it would count for the first evidence point, but it does not use that evidence to support an argument about changes in United States culture, so it would not earn the second point.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how economic growth contributed to suburban culture
- Explaining how sustained economic growth contributed to popular demands for expanded social or political rights

Example of acceptable use of historical reasoning:

- "Instead of usually living in cities or rurally, a migration to the suburbs started. Modern cars, education and technology made this possible." (*This response earns the point for historical reasoning because it explains causation for a cultural change – growth of suburbs – related to sustained economic growth (1940-1970).*)

Example of unacceptable use of historical reasoning:

- "The reason that all of these different cultural changes was as a result from economic prosperity." (*This response would not earn the point for historical reasoning because, while it attempts to identify causation, it does not actually make the connection.*)

OR

Complexity

Responses earn **two** points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

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Question 4 — Long-Essay Question (continued)

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables by, for example, exploring racial or ethnic variations in United States culture or by exploring how economic growth affected groups differently
- Explaining multiple causes such as several particular aspects of economic growth or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods such as making comparisons with economic growth in the 1920s
- Confirming the validity of an argument by corroborating multiple perspectives across themes by demonstrating that the development of the counterculture was spurred by a general culture of conformity, itself a product of sustained economic growth
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, arguing how other factors were more important than sustained economic growth in shaping United States culture in the period 1940 to 1970

This understanding must be part of the argument, not merely a phrase or reference.

Example of acceptable demonstration of a complex understanding

(*Part of the argument presented in this response involved how American culture, backed by sustained economic growth, had spread across the world. This example earned the point for complexity because it modifies that argument by recognizing that American culture, even as it was widely embraced abroad, also adopted aspects of other cultures.)*

- "As our exposure to cultural exchange increased, the American culture began to adopt other foreign cultures, such as Japanese media and European clothing brands and food and music, which only served to further enrich our culture."

Example of unacceptable demonstration of a complex understanding

(*This response is unacceptable because, while it attempts to explain nuance on the issue of conformity, it attributes the cause incorrectly.*)

- "The jobs were similar, and so were the hours, making most American families fall into with each other."

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